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SENIOR HIGH SCHOOL

DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII
Kagawasan Ave., Daro, Dumaguete City, Negros Oriental

Disciplines and Ideas in Applied Social Sciences

Quarter 3 – Module 7:
The Discipline of Communication

ALTERNATIVE DELIVERY MODE
ADM

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Disciplines and Ideas in Applied Sciences – Grade 11
Alternative Delivery Mode
Quarter 3 – Module 7: The Discipline of Communication
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis - Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Disciplines and Ideas in Applied Social Sciences

Quarter 3 – Module 7: The Discipline of Communication

Introductory Message

For the facilitator:

Welcome to the Disciplines and Ideas in Applied Social Sciences Grade 11 Alternative Delivery Mode (ADM) Module on The Discipline of Communication!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:

Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Disciplines and Ideas in Applied Social Sciences Grade 11 Alternative Delivery Mode (ADM) Module on The Discipline of Communication!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

What I Need to Know	This will give you an idea of the skills or competencies you are expected to learn in the module.
What I Know	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
What's In	This is a brief drill or review to help you link the current lesson with the previous one.
What's New	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
What is It	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
What's More	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
What I Have Learned	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
What I Can Do	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
Assessment	This is a task which aims to evaluate your level of mastery in achieving the learning competency.

Additional Activities	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
Answer Key	This contains answers to all activities in the module.

At the end of this module you will also find:

References	This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

What I Need to Know

Most Essential Learning Competencies

- Identify the goals and scope of communication (HUMSS_DIASS12-Ih-28)
- Explain the principles of communication (HUMSS_DIASS 12-Ih-29)
- Describe the elements and levels of the communication processes (HUMSS_DIASS 12-Ih-31)

Communication has been called the most practical of the academic disciplines. Even the most theoretical and philosophical communication scholars are also practitioners of communication, and even though you have likely never taken another communication studies class, you have a lifetime of experience communicating.

This experiential knowledge provides a useful foundation and a starting point from which the students can build the knowledge and practice the skills necessary to become a more competent and ethical communicator.

Objectives:

At the end of the module, you should be able to:

1. State the goals and scope of communication.
2. Enumerate the principles of communication
3. Show awareness on the elements and levels of communication

What I Know

Directions: Choose the letter of the correct answer among the choices given. Write your answers in your notebook.

1. The following are the goals of communication EXCEPT
   A. To change behavior B. To get action
   C. To ensure misunderstanding D. To persuade

2. The following are the scopes of communication EXCEPT
   A. Communication not for personal life B. Communication in social life
   C. Communication in business D. Communication in management

3. It is also known as the encoder decides on the message to be sent, the best/most effective way that it can be sent.
   A. Sender B. Receiver C. Medium D. Channel

4. Responsible for extracting/decoding meaning from the message.
   A. Feedback B. Noise C. Receiver D. Encoder

5. A principle of communication in which the message must be based on facts and a complex message needs additional information and/ or explanation.
   A. Conciseness B. Completeness
   C. Courtesy D. Clarity

6. Fuzzy language is absolutely forbidden
   A. Clarity B. Consideration C. Concreteness D. Conciseness

7. It is called as psychic level of communication.
   A. Physical B. Energetic C. Emotional D. Extreme

8. The sound of our voice, including the tone, range, volume, and speed affects how our messages are received and interpreted by others.
   A. Verbal B. Physical C. Auditory D. Emotional

9. What do you call the process of sending and receiving messages through verbal and/or nonverbal means?
   A. Communication B. Social Work C. Counseling D. Social Sciences

10. Listening, reading, speaking and writing are all types of _____.
    A. Communication Skills B. Communication C. Feedback D. Listening

What's In

Clienteles of social work includes individual, groups/organizations, and communities. Individuals must learn also social work practice methods to restore maintain and promote social functioning as it relates to individuals, families, and small groups. Social workers work with a variety of groups in all settings in which social work is practice. It means that inside of a group of people it needs of common identity or similarity with each other. A group of individuals or families that share certain values, services, institutions, interests, or geographical proximity. A functional special unit that meets people's sustenance needs, helps form collective identities, and patterned social interaction. Social work may focus on community transformation to cause environmental change to make it possible and to achieve social well-being or social justice.

What's New

Note: Answers may vary depending on the views of a student/teacher.

1. Is communication important in our society? Why?
2. How are you going to start a communication?

What is It

Communication is the process of sending and receiving messages through verbal and/or nonverbal means—speech (oral communication), writing (written communication), signs, signals, and behavior.

Goals

Communication goal is also referred to as communication objective. Communication goals can include motivating, educating, raising awareness amongst, and influencing decision making in target goals.

Communication Goals

- To change behavior
- To get action

- To ensure understanding
- To persuade
- To get and give information

Scope of Communication

• Communication in personal life
• Communication in social life
• Communication in business
• Communication in management

The 7 C's of the principles of communication

Completeness

The message must be complete and geared to the receiver's perception of the world. The message must be based on facts and a complex message needs additional information and/ or explanation. A good subdivision of subjects will clarify the message as a result of which there will be a complete overview of what is said.

Concreteness

Concrete business communication is also about a clear message. This is often supported by factual material such as research data and figures. The words used as well as the sentence structure can be interpreted unit-vocally. Nothing is left to the imagination.

Courtesy

In addition to considering the feelings and points of view of the target group, it is also important to approach the audience in a friendly and courteous manner. Use of terms that show respect for the receiver contribute towards effective communication. The same goes for the manner in which you address someone. Not everyone will be charmed if you use a familiar form of address and use of a formal address could come across as too distant. By using the word 'they' a larger audience is immediately addressed.

Correctness

A correct use of language has the preference. In written business communication, grammatical errors must be avoided and stylistic lapses or a wrong use of verbs are not sufficient either in verbal communication. A correct use of language increases trustworthiness and the receiver will feel that they are taken seriously.

Clarity

Clear or plain language is characterized by explicitness, short sentences and concrete words. Fuzzy language is absolutely forbidden, as are formal language and

cliché expressions. By avoiding parentheses and keeping to the point, the receiver will get a clear picture of the content of the message. Briefly-worded information emphasizes the essence of the message.

Consideration

Communicating with the target group (Consideration). In order to communicate well, it is important to relate to the target group and be involved. By taking the audience into account, the message can be geared towards them. Factors that play a role in this are for example: professional knowledge, level of education, age and interests.

Conciseness

A message is clear when the storyline is consistent and when this does not contain any inconsistencies. When facts are mentioned, it is important that there is consistent, supporting information. Systematically implementing a certain statement or notation also contributes to clear business communication. When statements are varied, they will confuse the receiver.

Basic Elements of Communication Process

The term *communication process* refers to the exchange of information (a message) between two or more people. For communication to succeed, both parties must be able to exchange information and understand each other. If the flow of information is blocked for some reason or the parties cannot make themselves understood, then communication fails.

a. Source

Sender/Encoder

The sender also known as the encoder decides on the message to be sent, the best/most effective way that it can be sent.

b. Medium

The medium is the immediate form which a message takes. For example, a message may be communicated in the form of a letter, in the form of an email or face to face in the form of speech.

c. Channel

An encoded message is conveyed by source through a channel. There are numerous channel categories: verbal, non-verbal, personal, non-personal, etc. A channel could be a paper on which words are written, or the Internet acting in the client-server model that is allowing you to read these words right now. The channel is that which is responsible for the delivery of the chosen message form. For example, post office, internet, radio.

d. Receiver

The receiver or the decoder is responsible for extracting/decoding meaning from the message. The receiver is also responsible for providing feedback to the sender. In other words, it is his/her job to INTERPRET.

e. Feedback

This is important as it determines whether the decoder grasped the intended meaning and whether communication was successful.

Other Elements

Context

Communication does not take place in a vacuum. The context of any communication act is the environment surrounding it. This includes, among other things, place, time, event, and attitudes of sender and receiver.

Noise

This is any factor that inhibits the conveyance of a message. That is anything that gets in the way of the message being accurately received, interpreted, and responded to. Noise may be internal or external.

The Five Levels of Communication

Verbal Level of Communication

Although this is perhaps the most apparent level of human communication, people can spend a lifetime trying to master it. This level includes our selection of words based on an understanding of meaning between the speaker and the listener. There are multiple definitions for most words, and few of us hold the exact same meaning for each word. Different words evoke different images, memories, and meaning for different people. The logic and reasoning of a statement or argument (Aristotle's logos) influence the effectiveness of the receiving message.

To communicate effectively on the verbal level, select the "right" words and usage for the context of the conversation (including moral, religious, ethnic and religious differences). Be clear and concise. When possible, formulate your thoughts to avoid rambling. This is an art in itself.

Physical Level of Communication

Neuro-linguistic programming (NLP) brought the importance of visual cues in how we communicate many people's attention.Visual cues like eye contact, gestures, movements, stances, breathing, posture, and facial expressions influence how we feel and communicate.

When used with integrity, techniques like “matching and mirroring” people’s posture and gestures (and certain words too) can increase their receptivity of your message. *To communicate effectively on the physical level, it’s helpful to physically align with others, connecting with them in form and movement. It also helps to be mindful of your posture, facial expressions, and hand gestures.*

Auditory Level of Communication

The sound of our voice, including the tone, range, volume, and speed affects how our messages are received and interpreted by others.

For example, fast talkers will find it beneficial to slow their speech when speaking to a thoughtful, introverted person or risk being unheard.

Also, how we enunciate, inflect, and place emphasis on certain words affects how others interpret the meaning of what we say.

To communicate effectively on the auditory level, become aware of various auditory cues, speaking to others in a manner more akin to their own ways (another form of “matching and mirroring”).

Emotional Level of Communication

Few people appreciate how our emotional states affect what we communicate and how the message is interpreted by the recipient. In rhetoric, Aristotle’s *pathos* represents an appeal to the audience’s emotions. Are you more receptive to someone who is positive and life-affirming or one who is negative and critical? Enthusiastic or boring?

The speaker’s emotions put the recipient in a particular state of mind and influence how the listener interprets what is said.

To communicate effectively on the emotional level, become aware of your emotional state*, learning to pause and release negative emotions before attempting to connect with others. Words delivered with pride, anger or fear are rarely well-received.*

Energetic Level of Communication

Also called the psychic level, this level of communication encompasses a vast range of unseen factors including a person’s level of consciousness, the frequency or harmonics of the message, and other subtle energies.

Some people seem to have an “X-factor”—a unique *presence*—that naturally imparts their messages to others with greater receptivity and understanding.

To communicate more effectively, hold the highest intention for the other person’s wellbeing. This requires a unique level of mindfulness generally cultivated through compassion practices. When we are centered in a state of mastery, we’re more likely to access this psychic dimension *that holds great treasures of insights into others, helping us communicate with greater ease.*

Bringing all the Levels of Communication Together

The verbal level is the content; it's *what* we say. The physical, auditory, emotional, and energetic levels represent *how* we convey a message.

These levels of communication are interdependent, as each level affects the other.

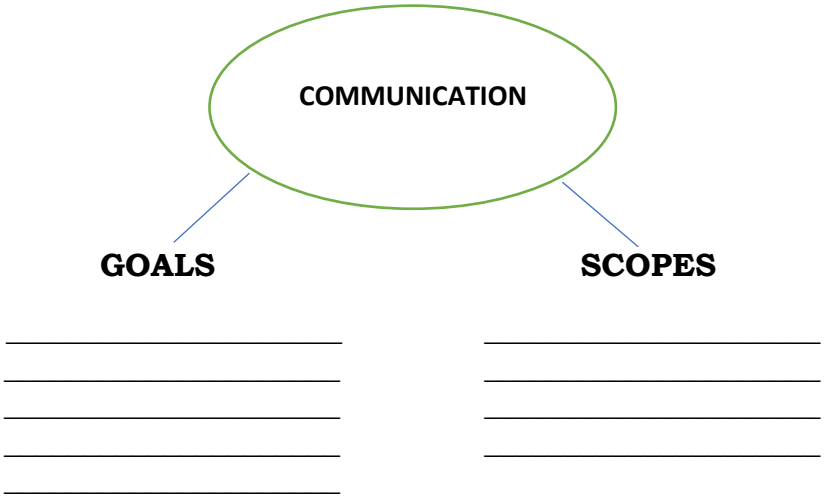
For example, our emotional state affects our body language and our overall field influences our emotional state.

Simply becoming aware of these various levels can be beneficial.

When we see the complexities inherent in human communication, we can be made more patient in our speech and more compassionate towards others and ourselves.

What's More

Using the web diagram below, state the goals and scope of communication.



What I Have Learned

I have learned that _____

I have realized that _____

I will apply _____

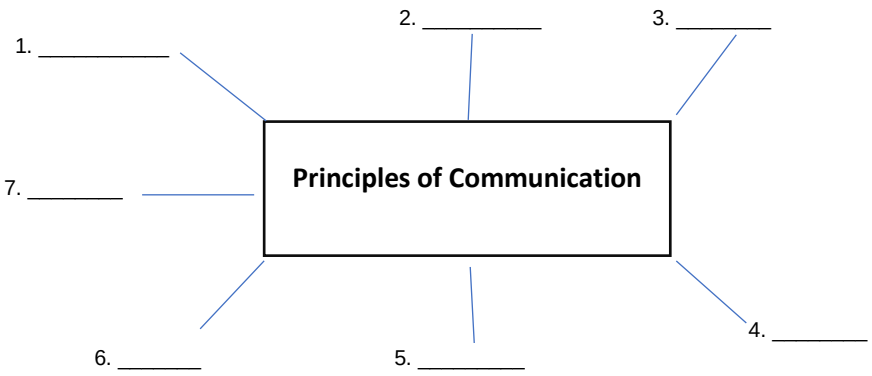
What I Can Do

Task 1. Directions: Show the elements of the communication process by filling in the conversation box below. Write your answers in your notebook.

https://tinyurl.com/yyltm5bv

NOTE: make your own conversation.

Task 2. Directions. Enumerate the principles of communication using the diagram below.



Assessment

Directions: Choose the letter of the correct answer among the choices given. Write your answers in your notebook.

1. The following are the goals of communication EXCEPT
   A. To change behavior B. To get action
   C. To ensure misunderstanding D. To persuade

2. The following are the scopes of communication EXCEPT
   A. Communication not for personal life B. Communication in social life
   C. Communication in business D.Communication in management

3. It is also known as the encoder decides on the message to be sent, the best/most effective way that it can be sent.
   A. Sender B. Receiver C. Medium D. Channel

4. Responsible for extracting/decoding meaning from the message.
   A. Feedback B. Noise C. Receiver D. Encoder

5. A principle of communication in which the message must be based on facts and a complex message needs additional information and/ or explanation.
   A. Conciseness B. Completeness C. Courtesy D. Clarity

6. Fuzzy language is absolutely forbidden
   A. Clarity B. Consideration C. Concreteness D. Conciseness

7. It is called as psychic level of communication.
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8. The sound of our voice, including the tone, range, volume, and speed affects how our messages are received and interpreted by others.
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   A. Communication B. Social Work
   C. Counseling D. Social Sciences

10. Listening, reading, speaking and writing are all types of _____.
    A. Communication Skills B. Communication C. Feedback D. Listening

Glossary

Auditory Level of Communication -The sound of our voice, including the tone, range, volume, and speed affects how our messages are received and interpreted by others.

Context -This is the setting and situation in which communication takes place. Like noise, context can have an impact on the successful exchange of information.

Emotional Level of Communication -Few people appreciate how our emotional states affect what we communicate and how the message is interpreted by the recipient.

Energetic Level of Communication -Also called the psychic level, this level of communication encompasses a vast range of unseen factors including a person's level of consciousness, the frequency or harmonics of the message, and other subtle energies.

Feedback -The communication process reaches its final point when the message has been successfully transmitted, received, and understood. The receiver, in turn, responds to the sender, indicating comprehension.

Noise - This can be any sort of interference that affects the message being sent, received, or understood.

Physical Level of Communication - Neuro-linguistic programming (NLP) brought the importance of visual cues in how we communicate to many people's attention.

The Message -The *message* or *content* is the information that the sender wants to relay to the receiver.

The Medium – the medium is the means by which a message is transmitted.

The receiver - The person to whom a message is directed is called the *receiver* or the *interpreter.*

The Sender - is also called the *communicator* or *source*.

Verbal Level of Communication - Although this is perhaps the most apparent level of human communication, people can spend a lifetime trying to master it.

Answer Key

WHAT I KNOW

1. C
2. A
3. A
4. C
5. B
6. A
7. B
8. C
9. A
10. A

WHAT'S NEW

Answer may vary

WHAT'S MORE

Goals

1. To change behavior
2. To get action
3. To ensure understanding
4. To persuade
5. To get and give information

Scopes

1. Communication in personal life
2. Communication in social life
3. Communication in business
4. Communication in management

WHAT I HAVE LEARNED

Answer may vary

WHAT I CAN DO:

Task 1: "Fill in the conversation box"

NOTE: make your own conversations.

Task 2: Principles of Communication

1. Completeness
2. Concreteness
3. Courtesy
4. Correctness
5. Clarity
6. Consideration
7. Conciseness

ASSESSMENT

1. C
2. A
3. A
4. C
5. B
6. A
7. B
8. C
9. A
10. A

References

Book

Disciplines and Ideas in the Applied Social Sciences, Ritchel B. Bernardo and Christian R. Ranche 1st ed., JFS Publishing Services, ISBN:978-621415-005-2, pp. 76-80

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Internet

Read more on Brainly.ph - https://brainly.ph/question/1913068#readmore
https://www.habitsforwellbeing.com/five-levels-communication/

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